Intercultural and Intracultural Diversity in Interdisciplinary Cloud-Oriented Foreign Language Teaching

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Abstract: The article deals with the problem of the development of intercultural competence, which is one of the key competences in foreign language education. The focus lies on examining the opportunities available to use inter- and intracultural differences as a material for developing intercultural competence. The theoretical foundations on which the research was conducted are analyzed: the essence of intercultural communication, the conditions of its smooth flow; the essence of intercultural competence, its constituents and the relations between them; the role of country studies (both the country of the target language and its own history) in the acquisition of background knowledge, the ability to compare cultures, to tolerate differences between them, and furthermore. Considering that the development of intercultural competence at a level that would ensure the effective implementation of intercultural communication is primarily due to the presence, in addition to language acquisition, of intercultural knowledge, perceptions of the rules of communicative behavior and the positive disposition of learners, an important element is the approaching of the target culture, the removal of prejudices about the "alien". This can be achieved through the inclusion in the educational process of materials from the immediate environment of learners. For exemple, the theme "Foreigner in Ukraine" is used, in which work, on the one hand, reveals facts of the history some people in the European format, and on the other, the facts of the history of their own country, the history of their immediate surroundings, at the expense of which the story of "alien" is transferred to the personal sphere. The article also considers the possibilities of an interdisciplinary approach in foreign language teaching on a theoretical and practical level, proves the effectiveness of developing intercultural competence using the example of creating interdisciplinary connections between a foreign language and history. It is emphasized that in modern conditions, when the educational process has been transferred to a distance format, the creation of a cloud-oriented environment plays an important role, which on the one hand allows immersion in the language and on the other hand creates multiple opportunities, to include into the lesson relevant, authentic materials and a variety of actual information.

1 INTRODUCTION

A few centuries ago, most states in Europe were monocultural. Language was understood as the basis on which the state was built, so the principle of "one state – one language" was fundamental in most European countries. In the twentieth century, Europe has become multicultural for a variety of reasons, including historical, economic, social and educational influences. Two world wars, the founding of the European Union, the abolition of borders within its framework, integration processes, migra-

tion (refugees, guest workers), mobility in the educational sector, the open European labor market, tourism, globalization worldwide, Internet technologies that make the world a" global village" – all this has more or less changed the social structure in all European countries and allowed people from different ethnic, linguistic, cultural and religious contexts to get in touch and communicate.

In this regard, the question of readiness for intercultural communication becomes very topical. Under what conditions is one capable of intercultural interaction? The answer is clear: if you tolerate foreign cultures and have basic ideas about them and speaks the target language at least at level A1-A2. Linguistic (communicative) and intercultural compe-

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781

tence belong to the core of foreign language training in schools and universities, they are also regarded as goals at other educational institutions that offer foreign languages (language schools, language courses, online offers) when it comes to controlled teaching. However, the lack of time as a general problem in foreign language education, regardless of which educational institution is involved, often does not allow all components to be taken into account in the classroom; linguistic components are practiced more, while intercultural content as well as intercultural skills and positive attitudes towards the "foreign" are often neglected or not trained enough. Therefore, the question of how to teach intercultural content and effectively develop intercultural competence, which means are best suited for this, which forms and types of exercises can lead to success and in which areas of application is very topical today.

2 INTERCULTURAL ASPECTS OF FOREIGN LANGUAGE LEARNING

2.1 Intercultural Competence, Intercultural Communication and Intercultural Dialogue

In the research on the problems of foreign language teaching and the development of competence within its framework, the concept of "intercultural competence" is one of the central ones and is considered from different sides. One can find numerous definitions of this term, schematic and detailed description of its structure both in the contributions of scientists and in national and pan-European normative documents in the field of foreign language education. The development of "intercultural competence" is formulated as a learning goal in all foreign language curricula, but the purely pragmatic goal of learning a foreign language is to be able to communicate successfully and conflict-free with representatives of other cultures in their language, i.e. to communicate. Two more terms are important in this regard – "intercultural communication" and "dialogue of cultures".

The term "intercultural communication" has many definitions because it has been analyzed from different points of view. Based on the existing considerations of the German and Ukrainian researchers, we try to define the term in such a way that it could most clearly depict the essence of intercultural communication in the context of foreign language teaching.

Broszinsky-Schwabe defines the term as follows: "Intercultural communication refers to *understanding* between two or more people who belong to *different cultures*, which results in a number of difficulties and problems" (Broszinsky-Schwabe, 2011, p. 21). The scientist proposes the following understanding of intercultural communication: "Intercultural communication" also emphasizes the *meaning* of the *culture* for communication. Understanding is significantly influenced by the respective *cultural background*. The extent to which and whether the partners are aware of the *cultural difference* and *adapt to it is decisive for the success of communication between individuals or groups*" (Broszinsky-Schwabe, 2011, p. 11). It is about at least two notable features of intercultural communication: The importance of knowledge / understanding of the foreign culture and the attitude of the interlocutor to cultural differences, i.e. the perception of the culture, the tolerance of the "foreign" and understanding as a goal and result the communication.

The Ukrainian researcher of intercultural communication Batsevych (Batsevych, 2007) considers this notion in a broad sense and in a narrow sense. In a narrow sense, he understands this term as the process of communication (verbal or non-verbal) among people (or groups of people) belonging to different national linguistic-cultural communities, using different languages, having different levels of communicative competence, the result of which is communicative failure or culture shock. Among the important features of intercultural communication, Batsevych (Batsevych, 2007): the use of interlocutors in the intercultural shaped situations of different strategies and verbal means from those in their own culture, and the recognition of mutual "foreignness" of the cultures of communicants.

In a broad sense, he defines intercultural communication as "the whole spectrum of possible types of communication" that are possible outside of homogeneous social groups. Communicants from different ethnic groups or cultures as well as from different social groups are understood within the framework of a culture or society (age, gender, profession, etc. can appear as criteria) (Batsevych, 2007).

Batsevych (Batsevych, 2007) thus expands the barriers and broadens the concept of "intercultural communication" to those groups that may belong to the same cultural or ethnic group, but have differences in occupation, age, everyday life, social status, or education (on verbal and non-verbal level). But it's all about the differences that you notice anyway, the perception and acceptance of which and the willingness to come to an understanding requires a positive atti-

tude.

For his part, Krumm et al. (Krumm et al., 2011) emphasizes: "One speaks of intercultural communication when people of different cultural backgrounds communicate with one another and are aware of the fact *that* their own perception and the perception of others differ, so that, in order to avoid misunderstandings, it is an intercultural one competence is required in order to communicate despite linguistically and culturally different points of view" (Krumm et al., 2011, p. 139). An important word in his understanding is "aware" because any participant in intercultural communication cannot notice and accept the differences if he is not aware of them.

In contrast to intercultural communication, which is understood as a process, the term "dialogue of cultures" is not conceived as theoretical and does not belong to the field of linguistics, but is understood as a socio-political phenomenon. While the term "dialogue of cultures" is used more often in Ukrainian specialist literature, the term "intercultural dialogue" is more common in the German-speaking scientific and political landscape. The following definition can be found in the "White Paper on Intercultural Dialogue «Living Together Equally in Dignity»": "Intercultural dialogue describes a process of open and respectful exchange of opinions between individuals and groups of different ethnic, cultural, religious and linguistic backgrounds and traditions in a spirit of mutual understanding and respect. The freedom and the ability to express one's opinion, but also the will and the ability to listen to what others have to say, are indispensable here. Intercultural dialogue contributes to political, social, cultural and economic integration and to the cohesion of societies with different cultures" (www.coe.int/dialogue, 2008, p. 17).

Based on this, it is clear that intercultural dialogue as a phenomenon in the socio-political area focuses on the interaction of cultures and their representatives on the basis of tolerance and acceptance of peculiarities and equality of different cultures, which contributes to understanding and conflict-free coexistence of people from different cultural contexts.

2.2 Intercultural Competence in Normative Documents and Research

The term "intercultural competence" has been conceptualized in different ways over the course of two decades: different interpretations have emerged depending on the researcher, the national characteristics and the period in which it was analyzed. The components in the structure of intercultural competence that were determined at the beginning of the

research were constantly being added, which either expanded the term (as a result of powerful societal, social, political and / or educational policy, methodological and didactic developments) or described it more precisely, made it more concrete, reinterpreted. Normative documents contain already recognized formulations of the term "intercultural competence" and its structure, but are based on the results of scientific considerations, therefore they are theoretically justified and emphasize the practical value of intercultural competence, which is important for educational decision-makers, teachers, curricula and textbook developers.

The dynamics of the term development in normative documents can be illustrated using the example of selected definitions if they are analyzed in chronological order. For example, The Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001) does not consider "intercultural competence" as a particular competence among other competences. Sociocultural knowledge and intercultural awareness, which according to this edition of the CEFR belong to declarative knowledge, are also components of general competence. Sociocultural knowledge includes general knowledge about the society and culture of the community(s) and the character of people and its society (everyday life, living conditions, interpersonal relationships, values, beliefs, attitudes, body language, social conventions, ritual behavior, etc.). The (Council of Europe, 2001) defines intercultural awareness as that which arises "from the knowledge, awareness and understanding of the relationships" between "one's own" and "foreign" worlds. In this document, then, the cognitive side of interculturality is emphasized: it helps one "to be aware of regional and social diversity"; both cultures "to be placed in a larger context" (Trim et al., 2013, pp. 104-105).

In the next edition of the (Council of Europe, 2001) entitled "Common European Framework of Reference for Languages: learning, teaching, assessment. Companion volume with new descriptors" (Council of Europe, 2018) was published, one finds not only the term "intercultural competence", but also descriptors that – in contrast to the previous edition – allow to measure and assess intercultural competence. The following Aspects, Component and Skills become emphasizes : "Many notions that appear in the literature and descriptors for intercultural competence are included, for example: the need to deal with ambiguity when faced with cultural diversity, adjusting reactions, modifying language, etc.; the need for understanding that different cultures may have different practices and norms, and that actions may be per-

ceived differently by people belonging to other cultures; the need to take into consideration differences in behaviors (including gestures, tones and attitudes), discussing over-generalizations and stereotypes; the need to recognize similarities and use them as a basis to improve communication; the will to show sensitivity to differences; readiness to offer and ask for clarification: anticipating possible risks of misunderstanding. Key concepts operationalized in the scale at most levels include the following: recognizing, acting on cultural, socio-pragmatic, and socio-linguistic conventions/cues; recognizing and interpreting similari ties and differences in perspectives, practices, events; evaluating neutrally and critically" (Council of Europe, 2018, p. 158).

The first thing that strikes you in this excerpt is not just the cognitive side (need for understanding, to take into consideration, need to recognize), but also the practical application of acquired intercultural knowledge, the willingness to act (to take, to show, to action). Second, the CEFR 2018 edition (Council of Europe, 2018) considers "intercultural competence" as a specific competence alongside other new terms, among which "pluricultural repertoire" and "plurilingual competence" with their descriptors for each of the levels from A1 to C2. In addition, today the understanding of the term "intercultural competence" has become much broader and primarily includes the ability to act according to the situation, to choose and use appropriate verbal and non-verbal language tools, as well as to master relevant communicative strategies and to develop personal qualities, that can contribute to successful communication and intercultural interaction (tolerance, empathy, etc.).

"To interact with members of another culture as *sensitively, respectfully and without conflict as possible, requires a cognitively and emotionally open personality who is willing to reflect on one's own standards and prejudices*, one's own self-image and that of others to think things through, to *react* to the experience of cultural differences with *tolerance for ambiguity and empathy*, and *to recognize other cultures as equals*" (Trim et al., 2013, p. 140). Following the definition given, it can be said that intercultural competence consists of at least three components: emotions and attitudes (tolerance, respect, empathy, reflection), language skills, intercultural knowledge, ability to compare and analyze (cognitive side) and action (behavioural pattern).

The Pan-European Framework of Reference for Languages (CEFR) counts *socio-cultural knowledge* and *intercultural awareness* to declarative knowledge and considers them as components of general competence. Intercultural knowledge includes: The general

knowledge of the society and culture of the community(s) and the characteristics that are characteristic of this society (everyday life, living conditions, interpersonal relationships, values, beliefs, attitudes, body language, social conventions, ritual *behavior*, etc.) (Höfinghoff, 2006, pp. 103-104).

German scientists have confronted themselves with the term. For example, the Barkowski and Krumm (Barkowski and Krumm, 2010) defines "intercultural competence" as: "the ability to interact with members of another culture as sensitively, respectfully and without conflict as possible, [they] requires a cognitively and emotionally open personality that is willing to reflect on one's own standards and prejudices, to think through one's own image of oneself and others, to react to the experience of cultural differences with tolerance for ambiguity and empathy, and to recognize other cultures as equals [...]. Intercultural competence represents an important learning objective in competence-oriented concepts of foreign language teaching" (Barkowski and Krumm, 2010, p. 140).

Barmeyer (Barmeyer, 2011) has presented the structure, characteristics of intercultural competence and relationships between its components in a model (figure 1) where the same structural elements occur. The difference, however, is that Barmeyer (Barmeyer, 2011) counts foreign language skills as part of behavior, while we believe that skills belong to the cognitive block.
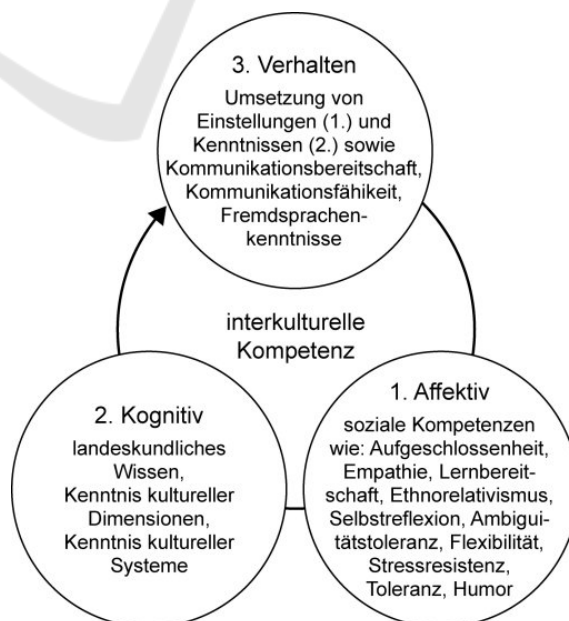

Figure 1: Phases and characteristics of intercultural competence (Barmeyer, 2011, p. 68).

According to this definition, corresponding psychologically determined personal characteristics are primarily important for the development of intercultural competence. It is assumed that the person has a certain amount of knowledge from the areas of culture, literature, everyday life and language skills, but they are not included in the definition; the attention is on the actions, reactions, activities, behavior of the speaker. It is also emphasized that intercultural competence is an important learning objective in foreign language teaching; not just what communicators need to have in order to have a successful conversation, but also seen as the meaning of the path that leads to it. It follows that taking into account these three components (knowledge and language skills), attitudes and behavior in the context of foreign language teaching is a prerequisite for the successful development of intercultural and, more broadly, communicative competence. The attitude, in our opinion, is at the center of the development process in the case of "intercultural competence" because a positive attitude towards other cultures arouses interest and motivates learning foreign languages and cultures. On the contrary, negative perception of the "foreign" acts as a disruptive factor when learning a foreign language and a foreign culture, leads to a lack of understanding and often triggers aggressiveness and not infrequently conflicts.

2.3 Intracultural Diversity as a Basis for the Development of Intercultural Competence

When learning a foreign language and in the case of "intercultural communication", the factor "intercultural knowledge" is fundamental. Without such knowledge, it would be difficult to understand, let alone embrace, a "foreign" culture. Regional studies form the basis of intercultural knowledge in foreign language teaching. The term "Landeskunde" has been interpreted similarly, but not identically, in theoretical sources of German-language scholarly discourse in different periods of time, so it would be useful to summarize views from different scholars.

Knowledge of a country includes systematized facts from various areas (history, culture, geography, politics, society, social affairs, everyday life, customs, etc.), which are not necessarily taught in foreign language lessons as part of the curriculum. In schools, learners usually learn about the culture of the target country in language classes, but many aspects are taught and learned in an interdisciplinary manner (geography, history, literature, art, society, politics, etc.). Foreign language teaching is a special area. It is claimed that "learning a foreign language

is necessarily linked to content and knowledge: the foreign words carry meanings, the texts make statements about the target language country, optical media give pictures of foreign reality, even the sentences of form-related exercises convey content" (Storch, 1999, p. 285). In foreign language lessons, learners receive detailed information from listening or reading texts and other sources, which can later be processed and acquired in the target language, including vocabulary. In "German as a Foreign Language – A Didactics", Storch (Storch, 1999) quotes the statement by M. Deutschmann, who emphasizes the need to take regional knowledge into account when selecting the content for German lessons: "The question of regional studies in foreign language lessons is first of all the question according to content in foreign language lessons" (Storch, 1999, p. 285).

This content can be learned and acquired in many different ways. But in any case, if it is not about direct contact with the foreign culture, this process – regardless of whether it is controlled or not – is concentrated on the sum of facts, not on "experiencing the foreign culture". The "immersion" in a foreign culture is artificial, bound to lessons, so unfortunately it doesn't always turn out to be something that one perceives and experiences as something personal (Semerikov et al., 2022).

In multicultural societies today there is an opportunity to recognize and get to know foreign cultures on site. It takes intercultural learning to a higher level, because the learners not only get to know another culture as something familiar, something that is close by, but also learn and understand more about their own culture, into which the foreign one is integrated, about their own and European history. So the intracultural diversity becomes what can be considered as an aid in learning the cultural content in foreign language teaching. In addition, dealing with the topic "foreigners (German, English, French, etc.) in the home country (town, village)" creates favorable conditions for learning the "foreign" culture, makes the learners aware of the fact that the "foreign" is not so foreign, that they already have to do with the presence of languages, cultures and people in their environment. It contributes to the acceptance of the "foreign", teaches to tolerate them.

Another positive point of the presence of the "foreign" (people, companies, goods, cultural heritage) in the area and their use in foreign language teaching as a way of acquiring language skills and cultural knowledge about the target country is that this knowledge can be shared both online, as well as interactively. Learners have the opportunity both to search for information via the Internet and to communicate

Table 1: The term "regional studies" and its role in foreign language teaching.

Author	Expression	Area / target
Pauldrach	"Cultural knowledge is social knowledge. It can therefore be interpreted, depending on the interests of the information sources [...], its mediation is never complete per se" (Pauldrach, 1992, pp. 9-10).	foreign language teaching / private sphere
Solmecke	"a specific term related to foreign language teaching"; cultural information on the target language community as a curricular component of teaching a foreign language (Bausch et al., 2007, p. 13).	foreign language teaching
Dressler et al.	specific living conditions and behavior of the target culture (Dressler et al., 1980).	foreign language teaching; ability of learners to "behave appropriately in a foreign culture/society"
Zeuner	culture in the broadest sense or as the geographic, economic and political conditions of a country; Knowledge or previous knowledge about the country (often conveyed to learners through the media), experiences with the country and judgments or prejudices about the country (Zeuner, 2009, p. 5).	Context knowledge for learning foreign languages / private sphere
Puetz	"the minimal and didactically relevant goal of maximizing knowledge about an unknown country" (Bausch et al., 2007, pp. 127-128).	foreign language teaching / private sphere
Betterman	Country and culture-specific content, methods and strategies for their presentation, mediation, appropriation and application (Barkowski and Krumm, 2010, pp. 180-181).	foreign language teaching
Krumm et al.	Regional studies can no longer be presented as a clearly definable scientific sub-discipline of the subject DaF / DaZ , but rather as a theoretical-conceptual concept that is used in the context of foreign language didactic debates as an interpretation and argumentation pattern for describing (and contouring) the socio-cultural dimensions of language, language acquisition and language usage serves (Krumm et al., 2011, p. 1442).	foreign language teaching / private sphere / profession

directly with natives, to establish contacts with real people, which motivates them to take further steps in learning a foreign language.

2.4 "Foreign" Traces in Ukraine: Didactic Considerations

Migration processes have shaped the image of Europe for many centuries. As a result of these processes, there are many places on the map of Europe where the representatives of different ethnic groups live far from their national states. Different ethnic groups are represented in Ukraine, in almost all regions of the country where they have lived for a long time and where their descendants still live today (Hamaniuk, 2020). Their presence in eastern, western and central Ukraine has different reasons in terms of historical aspects, as well as the number of ethnic Germans, Bulgarians, Poles, Czechs or Russians in these areas.

In Ukraine there are no regions like South Tyrol in Italy, where the population is bilingual (Italian and German); the representatives of other ethnic groups live together among Ukrainians and representatives of other ethnic groups. They maintain contacts with each other and stick to their traditions, but make a significant contribution to the development of the cultures of their neighbors. In this regard, the issue is not alien to Ukraine. It is no coincidence that native languages are also taught in schools alongside Ukrainian.

Foreign languages are taught in Ukraine in various teaching areas and at each level with specific goals: in kindergartens, in elementary school (English), in general schools English as L2 and as L3 (German, rarely French, Spanish or Russian), at the Schools with extended foreign language instruction (English, German, French), at universities as part-time German instruction (two foreign languages (English, German, French, Spanish, Chinese, Korean) in some sub-

jects such as tourism, law, business, etc.), in philological faculties (English, German, French, Spanish, Chinese, Japanese), at language schools and language courses (a wider range on offer).

For each area and at each level, specific goals are set and age-appropriate textbooks are selected that can be maximally achieved. One of the strategic goals in foreign language teaching is the development of communicative language competence, but one should not forget intercultural competence, which is considered a part of communicative language competence. Since there is a lack of apprenticeship time in every teaching area, it is important to design the lessons in such a way that more skills are developed with each subject. The topic "Strange tracks in my environment" is considered a good reason for various activities. On the one hand, the topic "Strange and strangers" lets you experience and through its presence in the vicinity everything that does not belong to your own identity as something familiar, not perceive what is foreign, on the other hand it allows learners to understand more of the history and language of their homeland, of their own identity and the image of others.

"Strange tracks in my environment" is not a new topic. It can be called a "generative theme" because it is "interesting, thematically open, linguistically rich and culturally differentiable" and comes in different encodings, in the form of historical documents, films, photos, literary texts, songs" (Krumm et al., 2011, p. 1508). International contacts in the social, scientific, educational policy area, as well as linguistic and literary studies, the influences and connections of languages and cultures represented in the home country, have always been among the focal points in the research of philologists, culturologists and literary scholars. This research was mostly aimed at academics, while our practice-oriented approach is intended for a different target group, those who teach foreign languages. From a didactic point of view, this theme is very beneficial, as it allows to see the strange in the familiar. Ukraine, like many European countries, also has some language islands where German, Hungarian, Slovak ethnic groups live and where many traces of their cultures are clearly visible. The people who have lived in these areas for a long time are not largely bilingual in the sense that they can communicate Ukrainian and their native language on the same level, but historical, cultural, technical and economic traces of the former or present presence of foreigners the territory of Ukraine can be easily discovered. Using "foreign" languages and "foreign" cultures locally as a source of cultural knowledge is considered a good didactic way to motivate learners to learn a

foreign language and its culture.

3 INTERDISCIPLINARY AND CLOUD-ORIENTED FOREIGN LANGUAGE TEACHING

3.1 Interdisciplinary Approach in Foreign Language Teaching

"Interdisciplinarity" is not a new term in the scientific and teaching environment; however, it is much discussed in the specialist literature. As Schatz (Schatz, 2009) notes in his study "Research-oriented, interdisciplinary teaching in a multidisciplinary environment": "Although interdisciplinarity is a scientifically well-studied topic, there is no coherent understanding of this term" (Schatz, 2009, p. 2). Labudde (Labudde, 2004) emphasizes "a shambles in defining" interdisciplinary teaching because so many components are tied together to designate the term: including intra-, trans-, multi-, pluri – or intra-disciplinary, interdisciplinary, -coordinating, -connecting or -linking. "The terms "cross-curricular" or "interdisciplinary" teaching apply as generic terms [...]. But that is where unity ends" (Labudde, 2004, p. 60).

A basic analysis of a number of classifications can be found in the scientific work by Dethlefs-Forsbach (Dethlefs-Forsbach, 2005) "Interdisciplinary teaching from the perspective of the subject music". The researcher characterizes attempts to systematize interdisciplinary teaching by Skiera (Skiera, 1994), Huber et al. (Huber et al., 1996), Hiller-Ketterer and Hiller (Hiller-Ketterer and Hiller, 1997), etc. For example, Skiera (Skiera, 1994) differentiates between three types of interdisciplinary teaching based on the didactic-methodological criterion (identification of subject-related cross-connections on a topic; multi-perspective treatment of a suitable topic over a longer period of time; formation of learning areas according to interdisciplinary thematic or methodological criteria). For his part, Huber et al. (Huber et al., 1996) determines five types of interdisciplinary teaching according to the organizational form (cross-subject, subject-linking, subject-coordinating, subject-complementary and subject-interrupting teaching) and three types according to orientation (orientation towards deepening and supplementing the subject; towards a change of perspective and reflection; towards a common problem). (Dethlefs-Forsbach, 2005, p. 179). Hiller-Ketterer and Hiller (Hiller-Ketterer and Hiller, 1997) also identify five types of interdisciplinary teaching

according to didactic functions: to justify the need for specialist special courses, to demonstrate the usefulness of special courses for them, to relativize perspectives, for the purpose of demonstrating and testing common processes and formal interactions, for the reconstruction of everyday reality to build up the ability to act and to test it in limited actions (Dethlefs-Forsbach, 2005, p. 179).

Based on well-known classifications, including those mentioned above, Labudde (Labudde, 2004) developed his own summary classification, which describes certain types of teaching at the level of subjects and at the level of the timetable. This classification includes all of the types mentioned above (although they are called differently, but they contain similar content) and takes into account organizational as well as didactic-methodological and functional aspects of interdisciplinary teaching.

Labudde (Labudde, 2004) thus distinguishes three types of interdisciplinary teaching at the subject level, based on the relationships between the subject, the content taught and the way in which the content is incorporated into the teaching process. In the case of interdisciplinary teaching, relevant content from other subjects is introduced once into a single subject. Subject-linking teaching differs in the systematic and changeable nature of the linking of teaching content relevant to several subjects (basic concepts and methods). Labudde (Labudde, 2004) considers the so-called "subject-coordinating" or "theme-centered" lessons to be genuinely interdisciplinary, where the taught content is "an overarching theme or a key problem of humanity" that is processed "from the perspective of different subjects" (Labudde, 2004, p. 60). Subject-coordinated teaching provides for both systematic and one-off implementation and links subjects with one another that contain common problems or topics in their content.

At the level of the lesson table, Labudde (Labudde, 2003) distinguishes between supplementary and integrated lessons. The difference, explains Labudde (Labudde, 2003), is that in the first case it is about additional modules or disciplines, within the framework of which necessary content is taught, and in the second case "the individual subjects no longer appear in the timetable, but are in an integration subject such as NMM ("Natur – Mensch – Mitwelt") or 'People and Environment' embedded" (Labudde, 2003, p. 59).

It should be noted that all three types of interdisciplinary teaching at the subject level, as well as the two (subject-supplementing and integrated teaching) are relevant for use in foreign language teaching, depending on the goal and subject combination.

3.2 Interdisciplinary Approach in History and Foreign Language Teaching

One of the perspective directions in learning German is dealing with history. Successful communication requires not only a common language in which both / some interlocutors can communicate, foreign language skills at level A1 or higher, but also the desire to talk to each other. This desire or need arises when one has a common theme and *what* to say, when one wants to share or contradict, tell, discuss, clarify or express one's opinion about something (information, knowledge, experience). In this respect, history and historical content are on the one hand a good opportunity for communication in different contexts, on the other hand they are good material for understanding one's own identity and accepting the identity of the "other".

The following reasons can be given for the interdisciplinary use in foreign language teaching, at least from the perspective of Ukrainian teaching practice: diverse positive effects of interdisciplinary teaching (arouses interest in the subject and/or department), use of different methods and mutual linking, time economy and saving, development of analytical thinking (relationships are determined), inclusion of different knowledge and skills.

The subjects for interdisciplinary teaching depend on many teaching contexts. Different combinations are possible, but, in our opinion, among those most appropriate are literature, history, geography, politics, economics, and art – that is, the disciplines of the humanitarian field, because each of these disciplines is part of the geography in the sense of "knowledge of that destination country". The subject of history is particularly beneficial for the development of communicative skills on the one hand and for the development of intercultural competence on the other.

The term "history" has the following meanings: political, social, cultural development of a specific geographical, cultural area and the resulting sequence of events; scientific representation of a historical development; verbal or written description of an actual or imagined happening, event; story; [unpleasant] matter, matter (Müller et al., 1985, pp. 295-296).

"History" thus includes historical developments (city, country, world, humanity) and their descriptions in scientific or literary form; an event, something extraordinary or unpleasant, and its depiction; a school or study subject.

History as a subject and historical content within it are taught in different ways at educational institutions in Ukraine: two methods are most preferred: linear –

arranged chronologically from the past to the present or focused on events – certain events are considered two or three times, you change perspective, you delve into details. One analyzes not only consequences, but also reasons, motives and circumstances. The aim of the process, which focuses on events, is not only the knowledge that students acquire, but also the conscious examination of historical facts.

The positive thing about using historical content in foreign language teaching is that history, in each of the above-mentioned meanings and in different contexts, always appears as a good occasion for communication. Every story (as a scientific representation of historical events, a literary narration of an event, a family history or similar) contains specific data, describes the people involved and their deeds, evaluates processes, etc. In historical texts you will find concrete content (data and information) that is presented (illustrative, graphical, tabular) or verbal as a series of keywords naming events or processes. Based on this information, students can summarize content presented in schemes or diagrams. The visualization of the summarized information contains necessary data, vocabulary and, if illustrated in chronological chains, also the content rendering plan. This facilitates the way from the text (reception) via schematic, summarized or detailed representation to speech (production).

"Interdisciplinary forms of teaching are an opportunity to break new pedagogical and methodological paths and to open up new horizons for both the students and the teacher" (Aigner, 2015, p. 10). This thesis applies to the combination of foreign language teaching and history teaching. Knowledge of foreign languages allows students to access information sources that are not accessible in their mother tongue. It is not only about archive materials or scientific contributions, but also about diverse learning materials that are offered on different platforms today. On the other hand, the conscious examination of the history of the target country in foreign language lessons broadens the perspective of the learners, allows them to better understand today's everyday life and the views of the people who live in this country, which contributes to the development of intercultural competence (knowledge of the country, attitudes, intercultural actions and behavior).

History can be integrated into foreign language teaching in different ways. It depends on what is the focus: history on a social level (history of Europe and national history in the context of European history or world history, individual events or an epoch) or history on a personal level (well-known personalities, their lives, their work, family histories, etc.).

Each story text must be didactic for each level. The higher the language level of the learner, the lower the level of didactic knowledge. For level A2, authentic texts are offered with worksheets prepared by the teacher, which not only contain the necessary vocabulary, but also pre-filled schemes. Learners at language level B1 – C1 can collect information from the texts themselves, both authentic and in their mother tongue, so the following tasks would be useful:

1. Read the text and highlight the most important information.
2. Arrange the information (data) and events or processes according to the scheme: When? What? / Who? Where? How?
3. Gather words and phrases that you need for communication.
4. Compare your results.
5. Enter the collected data in the schema (diagram).
6. Summarize the most important information (orally or in writing).

Other ways in which the story can be used as a means of communication in the classroom are: talking to foreigners living or working in the area, asking for and summarizing information about their families, tabulating CVs and family histories and telling about their fates; choose a topic and search for information from different sources, graph it and talk about it; Collect, organize and process information in the mother tongue. Speak in a foreign language on the basis of the prepared schemes or tables on the topic.

Of course, there are also different exercises and tasks for other goals possible, e.g. for the expansion of vocabulary, for the development of grammatical competence, etc.

3.3 Cloud-Oriented Interdisciplinary Foreign Language Teaching: Ideas and Their Practical Implementation

First, general remarks on cloud-oriented foreign language teaching. 2019-2022 is already being called the time of virtual learning and teaching. COVID-19 and later the war in Ukraine caused many familiar processes and formats in the field of education to be designed differently (Kovalchuk et al., 2023). The teaching institutions in schools and universities, private language and art schools give lessons mainly online and use all possible Internet platforms, apps, technical possibilities that are available: computers, tablets, laptops, phones. The tendency to use different ICT in the classroom has been observed since

2000; therefore, enough practical experience has been gained with it and the results justified theoretically. But so many ICT in all their diversity have only been in use in schools and universities since 2019.

For foreign language teaching, the transition from traditional teaching and blended learning, which is well known in didactics, is advantageous because numerous technical possibilities create favorable conditions for immersion in a foreign language. With the help of ICT, an immersive cloud-oriented environment is created where receptive and productive language skills are developed. The positive is that thanks to modern technologies, virtual classrooms can be created with specific teaching content for different target groups (age, interests, language level, learning goals, etc.). Of course, different technologies (apps, programs, platforms, social networks) and content (internet and other sources) are chosen for the classes, where language skills and certain sub-skills are developed, and for theoretical courses.

The following resources are relevant for the design of the cloud-oriented environment for foreign languages: asynchronous (texts: official pages of newspapers/magazines, blogs; videos: YouTube offer topics such as history, society, environmental protection, family, etc., documentary, educational films, movies); synchronous/asynchronous (social networks, spreadsheets); synchronously (chats, learning platforms with interactive exercises, etc.). For theoretical disciplines, short and instructional films on specific terms (literature, history, lexicology, and stylistics), works, authors (literature), events (history), etc. can be used asynchronously on YouTube, as well as lectures on many disciplines, conference contributions, monographs, other publications/presentations. The platforms Google Classroom and Moodle, where the appropriate cloud-oriented environment is created, play a major role here, as well as Zoom and Google Meet, which ensure immediate, synchronous communication.

The following resources and tasks are conceivable for cloud-oriented interdisciplinary foreign language teaching with a focus on "history". There is a large selection of materials for asynchronous use. These are official pages of newspapers and magazines in the target language. These are visual and textual, auditory and audiovisual media, examples of which are provided by Huneke and Steinig (Huneke and Steinig, 2013, p. 44). For example, for level A2 – B1 you can download the edition "German History 1914 – 1990" where you can short texts with many pictures that illustrate the events, on 16 pages of German history of these years (free of charge), available at (https://www.bpb.de/system/files/dokument_pdf/Zeitleiste_

deutsch_zum-Selbstdruck_16_Einzelseiten.pdf)

For level B1-C1 on the official website of https://www.bpb.de/shop/zeitschriften you will find free editions of three magazines (Fluter, Informationen für politische Bildung and APUZ (Aus Politik und Zeitgeschichte (From Politics and Contemporary History)), where historical contents are presented. It is about the history of different countries in different epochs (including Germany, France, the USA, Ukraine, China, etc.) and about the most important historical events, which are sometimes interpreted controversially. The editions are intended for young people, so all texts are written in clear and understandable language.

Another example are excerpts from the latest editions of German history, as well as excerpts from earlier publications, e.g. https://files.hanser.de/Files/Article/ARTK_LPR_9783446249387_0001.pdf.
They are available free of charge and are relevant for learners from level B1.

Auditory media, which include podcasts, are also conceivable for creating the cloud-oriented environment, but much more favorable for interdisciplinary German history lessons is filmed history of Germany from ZDF "Die Deutschen", which includes a total of 20 films (45 minutes). In the center is a historical figure (Otto und der Reich, Luther und die Nation, etc.) who represents the entire epoch, and there you will not only find fragments that tell about the story like a movie, but also commentaries by scientists and brief information on the epoch. All films can be found to download for free at: https://www.zdf.de/dokumentation/terra-x/die-deutschen-140.html. There are already finished didactic versions: https://tinyurl.com/ysjrkfdw.

Not to be forgotten is the YouTube offer, where educational films, documentaries of various lengths, movies and literary adaptations in all possible languages and on historical events are available worldwide, sometimes with tasks. There is also an option to read comments and comment yourself. For example, on the history of Germany: in German "The 10 greatest turning points in German history" at https://www.youtube.com/watch?v=CDrpYGeXuy4, "Wir Deutschen" at https://www.youtube.com/watch?v=1miI2JlpFxg and in Ukrainian; on the history of France "The Animated History of France" at https://www.youtube.com/watch?v=ZNk2QOn9oGE in English; on the history of Scotland "The Animated History of Scotland"; on the history of Ukraine in Ukrainian at https://www.youtube.com/watch?v=LJFR_3myjUk, https://www.youtube.com/watch?v=ITw2Lk93qrY and in English at https://www.youtube.com/watch?v=zJvz3Ai9Ppw and many others.

Social media can be used both synchronously (chats) and asynchronously. Texts can be selected that also emphasize intracultural diversity and shared history. For example, the presence of Germans in Ukraine is discussed in comments on Facebook. In this case, one can not only develop tasks related to the texts with information, but also motivate the learners to take part in the discussion (figure 2).

You can use many Ukrainian Internet resources in the classroom, which are of theoretical/academic, as well as popular science nature, or are designed for learners. So, for example, the page "A day in history" (available at https://www.history.com/this-day-in-history) is bilingual (Ukrainian and English), contains interesting data about events on a specific day and can easily be used in the classroom. World History Encyclopedia (https://www.worldhistory.org/) provides not only verified fact texts on world events, but also educational materials. There you will also find many pictures, videos and an has many pictures, media materials and quizzes. These and many other pages of academic texts are conceivable for learners with a high level of proficiency, a genuine interest in history, and provided that the material is grammatically and lexically prepared.

When selecting the media for productive use in the classroom, it is important to remember that it is important that they primarily have a mediating function and that certain selection criteria must be observed. According to Huneke and Steinig (Huneke and Steinig, 2013) emphasize the following: authenticity (focus on target language, real reality of the target country rather than an "overly filtered art world"), level of sophistication (accessible but with the new material), prior knowledge (built on the prior knowledge but with new content), reflective handling (comparison of cultures, habits, events) and openness (different opinions and interpretations are possible) (Huneke and Steinig, 2013, p. 219).

4 CONCLUSION

According to European documents in the field of foreign language training and theoretical research results from recent years, the structure of intercultural competence includes language skills, knowledge of the destination and home country (cognitive level), attitudes, willingness to communicate and make contacts, acceptance of the foreigner, tolerance (emotive level), behavioral patterns (conative level) counted. Not to be underestimated are personal qualities and social skills (cognitive, emotive and conative) that can be considered as prerequisites for successful commu-

nication, and which include such qualities as the ability to: empathize, think analytically, compare, evaluate and receive information from different people and to link sources, areas of knowledge associatively, to draw conclusions. These skills and abilities are developed within different disciplines, which shows that the interdisciplinary approach should be used as one of the possible tools. Intercultural communication can be trained in different ways.

Foreign language teaching offers many opportunities for the development of intercultural competence, because the conditions of learning a foreign language are becoming more and more favorable for assimilation of foreign culture. You learn a language through its culture in word and spirit, which is why so much attention is paid to intercultural content and culture in foreign language classes. Another way to develop the intercultural competence is intracultural diversity, which is seldom used. Regional studies of a foreign culture through local history not only helps to learn about the target country and the people in this country and understand their development, but also about one's country, one's compatriots, one's own culture and history. It contributes to a positive and tolerant attitude towards others, because such acquaintance with the "foreign" world occurs through the "personal" (specific local people, familiar things).

From all classifications of types of interdisciplinary teaching, we consider the classification proposed by P. Labudde to be the best (it was based on the previously developed classifications (Hiller-Ketterer and Hiller, 1997)). All types (inter-subject, subject-linking, subject-coordinating) are relevant for the development of intercultural competence, most favorably in the case of foreign language teaching in combination with other disciplines there are two of them: interdisciplinary and subject-coordinating (theme-centered).

Many areas of knowledge and subjects in most curricula can be interdisciplinary linked to foreign language teaching: literature, geography, history, politics, economics, art, etc. All of these subjects contain components that are referred to as regional knowledge and that have a certain attitude towards the "foreigners" and to the "foreign" culture. Especially favorable for the development of intercultural competence is the combination "foreign language lessons + history lessons" because, firstly, history of the target country and the people allows learners to understand backgrounds that shaped the national character, spirit and way of thinking of the people; second, each story describes certain patterns of behavior, rituals, manners and customs that lead to the perception and later acceptance of the differences in both cultures.

Visit the page https://www.facebook.com/ groups/deutsche.in.UA "Deutsche im Gouvernement Katerynoslav"
and read reports and comments. Summarize new information.

In den Jahren 1762-1764 hat die Zarin Katharina II. viele deutsche Bauern nach Russland eingeladen. Sie kamen zuerst nach Sankt-Petersburg und wohnten in der schwedischen Festung Jamburg. Da war auch die erste bayerische Kolonie in Russland. Aber der Boden war da nicht sehr gut für die Landwirtschaft. 1773 haben 15 Familien aus Velburg, Burgenland, Oberpfalz, Bayern die Genehmigung bekommen, ins Gouvernement Katerynoslaw umzusiedeln. Sie haben zuerst im Dorf Kodak gewohnt und haben dann das neue Dorf Jamburg gegründet. 1789 wohnten in Jamburg 148 Männer, 1793 – schon 485. Im Russischen Reich wurden nur die Männer besteuert, darum hat man in erster Linie sie gezählt. Die Geschichte von Jamburg ist in einem Buch von Jakob Mohr beschrieben. Das Buch wurde 2004 in Deutschland gedruckt. Jakob Mohr hat nie in #Jamburg gewohnt, aber seine Mutter stammte aus Jamburg. *Jakob Mohr. Geschichten der bayerischen Kolonie Jamburg, derer Tochterkolonien und Verbannungsort Asbest. – Bad Laer, 2004. – 470 S.*	Catherine Glushak # Ganz abgesehen von der Frage, ob A. Poll als Deutscher betrachtet werden kann (er selbst hielt sich trotz seines deutschen Großvaters und des Namens für Ukrainer), haben Deutsche eine wichtige Rolle bei der Erkundung des Eisenerzvorkommens bei Krywyj Rih gespielt: in der Bergakademie Freiberg wurden die Erzproben untersucht, Fachleute aus Freiberg unter Leitung des bekannten Montaningeniers Leo Balthasar Leberecht Strippelmann (1826-1892) haben auf Bitte (und auf Kosten) von O.M. Poll das Vorkommen vor Ort studiert und ein Buch dazu geschrieben. Es hieß „Süd-Russlands Magneteisenstein- und Eisenglanzlagerstätten in den Gouvernements Jekaterinosslaw und Cherson" und wurde 1873 in Leipzig und Sankt-Petersburg (in russischer Übersetzung) herausgegeben. (Angaben aus Wikipedia) # Hier müsste man eigentlich auch davon absehen, dass die Gegend des heutigen Krywyj Rih damals gar nicht zu Gouvernement Katerynoslaw, sondern zu Gouv. Cherson gehörte. Aber das ist ja eine Kleinigkeit, die nur davon zeugt, wie weitreichend der Einfluss von Katerynoslaw schon immer war.

Figure 2: Excerpt from the worksheet on "German traces in the Ukraine".

Cloud-oriented environment creates additional opportunities for interdisciary use. It is created and expanded with the help of different resources (asynchronous, synchronous, asynchronous-synchronous); visual and textual, auditory and audiovisual media are used, depending on the language level of the learners, the language of the materials offered and the learning objective. The selection criteria must be observed because the learning success depends on them.

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